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AUTHOR Beran, Janice A.
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ABSTRACT

During the early decades of this century in rural Iowa, basketball for girls served to bring excitement and diversion in an otherwise bleak environment. It provided a chance for the girls to travel, occasionally to large cities. Playing basketball enhanced the girls' relationships with school peers and teachers and served to bring recognition and prestige to the school. Community solidarity and unity was strengthened through the sports program, and it was supported and encouraged by parents and townspeople. In the rural and small towns, high schools did not place strong demands upon sport facilities as city schools did. Girls' and boys' sports were treated equally in terms of facility use and monetary support. Basketball held an important position in the educational setting and school administrators recognized its merit and function. Contrary to the prevailing philosophy in other sections of the country and in large urban areas, rural and small town schools in Iowa provided the opportunity for girls to be athletes. (JD)

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Her Story in Iowa Basketball 1893-1927

Acceptable Athleticism

Janice A. Beran

311 Physical Education Building

Iowa State University

Ames, Iowa

The Association for the
Anthropological Study of Play
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The year was 1925. The setting was the third annual meeting of the Iowa School Athletic Association. Twenty-five men, school administrators and teachers, were present. A heated discussion ensued. Two of the men stated the divergent views regarding female participation in sport.

One of these, reflecting the prevailing philosophy regarding females in sport said in effect, "I coached girls' basketball once, and my conscience has bothered me ever since for the harm I might have done the girls." A superintendent, reflecting the polarization between the representatives shouted, "Gentlemen, if you attempt to do away with girls' basketball, you'll be standing in the center of the track when the train runs over you!" (Petersen, 1968, p. 125).

Iowa is credited for maintaining a strong program in girls' basketball in small schools in 1920's - 1950's during a period in which most high schools and universities did not permit interscholastic competition. As Park has suggested, "an examination of the cultural contexts and the accouterments of collegiate athletics offers the possibility of a deepened understanding of sport within societal context at certain periods of time (Park, 1982, p. 3). It is the purpose of this paper to assess the cultural context of Iowa girls six-player basketball, examine its roots, and analyze the function of basketball within school and community.

Data for this study were gathered through personal interviews and communications with former players who spanned the time period 1903-1930, coaches and administrators of girls' basketball programs, information

obtained through a questionnaire completed by former elite players chosen for membership in the Iowa Girls' Basketball Hall of Fame, perusal of newspapers and school yearbooks of the period, literature and assorted memorabilia of the period. The study focuses on two decades: the first ten years of play by Iowa women, 1893-1903; and the second, 1917-1927. Organization and participation will be traced and compared. Analysis regarding the game's popularity, resultant growth, subsequent demise in large Iowa schools, and continued success in smaller schools will be made.

Discovery and Initiation

Basketball, devised by Naismith during the winter months of 1891-1892, was eagerly inaugurated by females from Smith College on the East Coast and the University of California in Berkeley on the West Coast in the fall of 1892 (Emery, 1982, p. 417). As shown in Table 1, Iowa, perhaps surprisingly, was not far behind. Basketball was introduced through the YMCA at Iowa Agricultural College (IAC) in 1893 (Ross, 1942).* By 1895 as the game was catching on rapidly across the country there were several teams playing girls' basketball at IAC in interclass competition.

The Student, a campus newspaper at IAC, reported in 1895 that basketball was popular with the girls. This three-court game was played out-of-doors on a grassy field in interclass tourneys by teams which playfully called themselves the Pygmies, the Ish-koo-dahs, Shengodohness, Tadpoles, Kickapoos, and the No Eyes (no member of the class had a name beginning

*While no clear connection has been established between the fact that in 1896 the first recorded men's five player game played between an Iowa and Chicago team was played by a YMCA team composed of Iowa students, it does seem likely there could have been a connection.

with an "I") (Student, 1895, p. 3.). Six girl graduates in the class of 1897 were recognized as being basketball players of note and a student journalist boasted that the girl basketball players of IAC could win a game from any other team (Student, 1897).

While in California, there were high school and college teams and the first intercollegiate basketball game was played in 1896 between Stanford and Berkeley women (Emery in Howell, 1982, p. 418), in Iowa there were few intercollegiate teams. IAC women were content initially with interclass competition and eventually played against the Ames High School girls (1898). They wore high laced shoes and full sleeved blouses, a scene reminiscent of Naismith's description,

> I shall never forget the sight that they presented in their long dresses with leg-of-mutton sleeves, and in several cases with a hint of bustle. In spite of these handicaps the girls took the ball and began to shoot at the basket. None of the other fundamentals were observed after some girl got the ball and ran half way across the floor to shoot at the basket. (Naismith, pp. 161-163).

By 1898 Dubuque high school girls were playing basketball at the YMCA. A report of an early game noted that while one team had four players and the other five, the sparkling play of Miss Martin won the game that ended 6-0. A 1901 report of a game in Dubuque extolled basketball as being healthful and bringing job as well as physical benefits (Dubuque Herald Tribune, 1901, p. 7). In addition to the team in Dubuque, Ottumwa (1900), Centerville (1902), Muscatine (1903), and Davenport (before 1908) and many smaller communities fielded high school teams (Petersen, 1968, pp. 114-121).

The relatively early introduction of basketball in Iowa is evidence that communication existed between the east and middle west. As Lee

noted, people from the midwestern section of the country frequently traveled east (Lee, 1963, p. 11). Iowans in keeping with their traditions were eager learners. Women had been in the forefront of the development of the state as early as 1837. Quaker women were particularly active in working for educational opportunities for females. Dubuque, located on the Mississippi and the first Iowa town to have a high school girls' basketball team, boasted three schools for females in 1838, including Catherine Beecher's Dubuque Female Seminary (Belding, 1982). It opened its doors to both males and females and declared any other plan "to be faulty and mischievous" (Riley, 1981, p. 14). One promoter boasted that Iowa had the most liberal school system of any state in the Union (Northern Iowa, 1858, pp. 33-34). Boys and girls grew up together playing games, working side by side, and equal education was the natural and only possible schooling plan (Gallaher, 1918, p. 39). Whereas in California and on the eastern seaboard, male spectators were prohibited from viewing females playing basketball, that was not true in Iowa.

The basketball players were daughters and granddaughters of women who were accustomed to a vigorous demanding life. Women experienced equality in terms of productive efforts in field and barn and in addition handled the never ending domestic tasks of the frontier women. Women were partners and their right to education was not in serious question in Iowa.* Scholars are in agreement that the women of the midwest were instrumental in the struggle to secure public high education for girls as well as boys (Lee, 1963, p. 11).

Iowa girls welcomed physical acvitity. Carrie Chapman Catt, later to become a suffragette, led her contemporaries at IAC in demanding that women

*The University of Iowa was the first state university to admit women students.

students be allowed military drill in 1878. Girls later that century eagerly participated in nail driving contests, croquet, bicycling, tennis, and gymnastics.

Descriptions of those early games most often give wholehearted, albeit, sometimes good humored, support to Iowa girls basketball. A sampling of these include, "when they first began to play, they were easily exhausted. . .now they hold out as well as men. . .there is a flush of health upon their cheeks and brightness in their eyes (Dubuque Telegraph-Herald, 1901, p. 7). Overheard at a basketball game:

> Freshman: "Don't you agree Florence Pettiger is fine?"
> Sophomore: "Oh, she's a regular poem!"
> Freshman: "I don't see how you make that out?"
> Sophomore: "Didn't you ever scan her feet?"
> Freshman: "I guess she must be hexagonal verse." (Student, 1907).

Players were "heartily applauded by the spectators for the cleverness" with which the baskets were thrown (Dubuque High School Echo, 1898). And in some cases the male spectators teased the girls through song such as the one wherein they sang "there's never a birdie that flies quite so high, but that it comes down with a thud" as they watched a rather rough game at Coe College in 1903 (Lee, 1977, p. 63). The Ames Times reported "basketball girls are blooming these early spring days" (April, 1903).

Earliest teams played variously under boys' rules and girls' rules, oftentimes in makeshift fashion. Players studied printed rules and interpreted them in play prior to having seen a game. The first games were of short duration with ten minute halves (Boone County Democrat, November 6, 1916). One reporter publicizing a game noted that all scratching and slugging would be barred and another mentioned the handicaps of the low ceilings in some gyms, not being able to bank the ball against the wall.

Others told of the hazards of playing in a gym with a pot bellied stove in the center or hot radiators on the side. Mabel Lee refereed high school games in places such as Cedar Rapids and Iowa City and despaired that they were all coached and controlled by men and "disapproved highly of their style of rough play and emphasis on winning at all costs" (Lee, 1977, p. 268). In addition to the school teams, many communities fielded girls' and boys' teams and many of those games were described as barn burners.

It is evident that basketball at the turn of the century fulfilled a desire for Iowa females to be active physically in companionship with others. They were permitted and often encouraged by parents and school authorities to engage in sports vigorous by the standards of the day. The Iowans, in turn, welcomed the diversion of watching the girls play in their attractive sporting costumes.

Countering the Current

1917-1927

By 1917 there were significant philosophical changes regarding female participation in interscholastic sport. Women physical educators across the nation evidenced growing concern over the lack of social value and the physical stress of competitive play, the loss of control over interscholastic sports by women professional educators, and the specter of men's athletics becoming the model for women's sports. In 1927 they went on record at the State Directors of Physical Education annual meeting as favoring play days and interclass tournaments and opposing national and state interscholastic tournaments for girls.

In Iowa, meanwhile, basketball, as shown in Table 2, was being played competitively by girls in almost all Iowa high schools and in interclass competition at the larger universities. By 1920 a state championship was held. The Davenport Blackhawk (1920) reported that:

> The girls are becoming more enthusiastic over sports every year. This denotes the versatility of the American girl. She is such an all around sport, good in athletics and good in her studies, that no matter when or what the 'acid test' proves to be, her resourceful mind usually finds the right way out of difficulty. We give our heartiest congratulations to the Girls' Basketball team. (Petersen, 1968, p. 121).

The public and players in Iowa did not share the concern of professional physical educators in the early twenties. The strong school and community support as evidenced by newspaper articles giving almost equal coverage to girls' and boys' play, was already in place by 1920.

Communities around the state increasingly provided for facilities for high school sports. The first gym constructed in Harvey, Iowa had a concrete floor and was considered one of the best in the country even though two coal burning stoves provided the heat and posed a great hazard as they glowed red hot at times during play on cold days. Lighting was provided by a gasoline lamp system. There was no ceiling and the players and spectators alike shivered under the exposed rafters. There were no showers in the dressing rooms and the "players flirted with pneumonia in the cold drafty dressing rooms" (One Hundred Years, 1876-1976, p. 121). Inadequate as such facilities seem by today's standards, they represented improvements. It was becoming less common for teams to play and practice in churches, barn lofts, and YMCAs.

Drake University hosted the first state tourney in 1920 and one of the invited 27 teams, Correctionville, had financial difficulties. The school would not finance the trip and fans and businessmen donated money for the trip. And, as might be expected, Correctionville won that first state championship. Gold basketball watch charms were given to the winning team members (Des Moines Register, March 11, 1924, p. 10). Some of the teams were supported by yell leaders composed of both females and males. The small schools continued to dominate state tournament play through 1925.

Iowa educators were aware of positions taken by leading women physical educators. Both prior to and following the decision, the issue of female participation in interscholastic sports was discussed by citizens, parents, and students. They heard and read speeches by leaders such as NAAF Executive Director Schoedler who recommended a line of athletics in which all could participate. She noted that those who needed activity most were not getting it (Des Moines Register, March 17, 1926). An earlier report by the Carnegie Foundation warned against the professionalism in athletics and the potential of athletics to dominate intellectual life (Des Moines Register, March 29, 1925, p. 11). The 25 men of the Iowa High School Athletic Union had sponsored boys' and girls' activities since its inception in 1923. After a heated discussion at the annual meeting in 1925 girls' basketball was eliminated.

A news report in the Nevada Evening Journal of January 30, 1924 reflected the sentiment of the smaller communities and reported an "insistent demand from all over the state for a girls' tournament" (p. 5). And thus it was in 1925, that four superintendents led by fiery Agans who

stated that he didn't want to be on the tracks when the train went by if girls' basketball was done away, started the Iowa High School Girls' Union. What was it about Iowans, and the socio-cultural setting that promoted six player high school girls' basketball as desirable diversion for their children?

Analysis and Discussion

Analysis of the data showed that no single factor was responsible for the early introduction and continued practice of girls basketball in Iowa. However, several contributing factors were responsible for the persistent practice of the sport in the schools in small towns and rural communities.

Physical Capability

The organizers of the newly formed Iowa High School Girls Athletic Union, male educators and coaches from the smaller town and rural schools, knew first hand of the physical capabilities of the young women. The men rejected the position held by women physical educators that females should not participate in highly competitive sport. They did not ascribe to the belief that women would incur problems detrimental to their health such as irregularities in menstruation nor that women could deplete their stores of energy that would be needed for childbearing in later years. Women players of that era recalled that they were strong, played tough, and were not coddled nor kept from strenuous activities. Popular reading of the day featuring stories in an Iowa setting also bespoke of the demands upon women in the rural areas (Suckow, 1923).

The male union members mirrored the thinking of their clientele that competitive sport and vigorous activity were possible for females. They knew that their female players had been playing competitively alongside

males and had not been harmed in their development.* Data gathered through the survey of the players of the 1920's indicated that they attributed to basketball play increased physical fitness and strength. The warnings from professional physical educators regarding the dangers of highly competitive sport for females were virtually unheeded in the small schools and rural communities. The only concession toward that concern was a ruling that if the team was coached by a male there should be a female chaperone from the school faculty who accompanied the team.

Use of Facilities

While in the larger schools there was a heavy demand on school facilities for boys' sports, the smaller schools did not face the same pressure. Girls had traditionally been given as much opportunity as boys. Moving to interclass play in the larger schools gave more girls a chance to participate while in the smaller schools all girls who desired could participate in basketball due to the small number of students in the rural schools. Because the girls in the small towns and rural communities had as important a role in school life and sports there was not the same pressure upon girls' programs. They were viewed as essential to school life as were the boys; they were not given second choice in use of facilities nor were they pushed out of the gym.

Interscholastic Play and Elitism

A major concern of professional physical educators was the lack of trained personnel to both teach and coach. While many of the teams in the early twenties were coached by women physical educators**, it became

*Seventy-five percent of the respondents had brothers who played basketball during high school days. Several of the players related that the coaches had them practice and play basketball with the boys so that they would play more aggressively.

**A woman from Pennsylvania coached the Audubon team in 1921 when they won the state championship. A home economics graduate of Iowa Agricultural College with considerable basketball playing experience recalled she was afraid to tell the head of the women's physical education program that in her first job she would be coaching basketball as well as teaching home economics.

less common in the later years. The men, many of them superintendents, out of necessity took over the coaching duties because there was no one else. The concerns of female physical educators were justified, however, they were not flexible enough to prepare women students to coach.

A concomitant concern was that with concentration on the development of elite or interscholastic teams so much effort and attention would be focused on that aspect of competitive sports that other students would not be offered an adequate program. This was not as much a problem in the rural and small town schools. The enrollment was quite low and all those who wished to participate in basketball could do so if they desired.* Basketball play did not substitute for physical education for respondents in the survey. All of them indicated that they had had physical education classes in addition to their basketball activity.

National leaders among women physical educators were concerned about the possibility of women's sports being taken over by males. They were fearful that the problems prevalent in men's athletics such as those identified in the Carnegie Foundation Study would become part of women's sport if 'taken over' by male coaches. This was not perceived as a problem of great import in small communities in Iowa. Parents trusted educators. Perhaps, another reason for the vendetta against female sport by physical educators at the national level was the fact that they did not want to lose control of women's sport. This was not perceived as a problem in Iowa. Women coaches in the early days seem not to have been concerned about that. Players and coaches were content to have the fun of playing and were happy to let the males handle the administrative aspects.

*Some of the players indicated they had started playing in the eighth grade due to the fact there were so few girls in school.

Women were officiated at games but were not in the leadership roles in the high school sports organizations.

Ethnic Background

The eager acceptance of basketball by girls and their families in eastern Iowa towns may have its roots in the geographical and cultural background. Many of those early participants were of German extraction. German immigrants established turnveriens in their towns in keeping with the traditional community life. Family members, both females and males, participated in the various physical activity programs in the turnhalles. For them, it was acceptable for women to participate in physical activity. There were many Czech settlements in Iowa around the turn of the century and they, too, established gymnastic societies and sponsored gymnastic festivals called Slets. Other major immigrant groups were the Scandinavians accustomed to a vigorous life, the Irish with their documented long tradition of sports, and the Scottish known for their criticism of established order and willingness to try new things. These groups were supportive of physical activity and accepted the idea of girls in sports. This is evident in the fact that in Iowa girls played basketball with boys. In fact, players at IAC were challenged by the men's team in 1903 in their public match. It was said that the girls had little time to practice. The boys won by a margin of only two points, 19-17. The "game showed what could be done with practically new material and the girls deserve much praise for the way in which they had developed in a short time" (Student, 1903).

Based upon the impetus coming from participation in gymnastics and other physical activities it is not surprising that basketball blossomed around the state. During the 1910's and the 1920's German communities such as Keystone and Schleswig-Hostein, Czech communities such as Clutier

and Chelsea, Danish communities such as Kimballtown and Nevada, the Quaker communities of Salem and Oskaloosa, and many more fielded basketball teams. While it must be noted that these were not the only communities and states with these immigration patterns it may have been a contributing factor in the rapid acceptance and continued participation in girls' basketball.

Basketball and the School

In the early 1920's, basketball for girls in the rural and small town schools had taken on some aspects of a heroic character. For example, a player in 1923 was variously described in newspaper reports as "Sensational--fast and accurate" and "as nearly perfect as possible. . .many boys cannot play better" (Hall of Fame, 1981). Former players surveyed indicated that basketball provided an opportunity to develop and demonstrate strength and physical fitness. It also increased self-reliance and self confidence (Table 3). It served to enhance popularity with teachers, female peers, and to a lesser extent male peers. While the players recalled positive feelings about their participation they were not so certain that the play increased their feminine qualities. However, they felt positive feedback about their play in the school setting. A yearbook of the period noted in a caption alongside a basketball playing senior that "she was a feminine athlete of no mean ability. . .she had all the attributes that make a woman womanly" (Bomb, 1917). Seventy five percent of those surveyed reported that they had married men who had played basketball. Obviously, women athletes were acceptable and their attraction to the opposite sex was not jeopardized by their athleticism.

The attractive uniforms, prescribed training regimen, the camaraderie

among players, the opportunity to travel by train, car, and sometimes sleigh to new and distant places, and the news coverage resulted in adulation from other students and spectators. Respondents in the survey and in the interviews remembered "we were thrilled to think all the cars were following us home after the state tournament" (Black, 1983) and "the boys didn't look down on basketball players but were cautioned by the superintendent that they should bring us home by 10:00 p.m. if there was a game the following day " (Randolph, 1983).

Newspapers, both local and state, considered girls' basketball significant enough to give coverage to the games. While the girls did not always receive as much coverage as boys' sports in the major newspapers of the state, the tournaments were well reported and small town papers rather consistently covered girls' basketball. A 1924 state tournament report noted that the Audubon-Iowa Falls game was the most exciting ever staged in Central Iowa in that the eventual winner was determined only after three extra three-minute periods. The crowd packed the gym from the floor to the girders and it was necessary to lock the doors an hour before the contest (Des Moines Register, 1924).

It seems evident that the qualities identified as appropriate for females in a small town and rural schools were the same as those developed in basketball. It is safe to conclude that girls' basketball fulfilled an important role in the educational setting and provided an added dimension for both players and their schoolmates.

Basketball and the Community

Data gathered through personal communication, the survey with former players, and newspaper reports indicated that girls' basketball fulfilled an important function in the community. In the early 1920's "town society had outdistanced rural society in regard to modern conveniences and social-cultural opportunities" (Schweider, 1983). Farm living was viewed as bleak and monotonous and there was a distinct drift of young people from the farm to the city. While there had been technological changes in rural life they benefited men on the farm rather than the women. Women worked long hours both in the house and in the crop and animal production. Women were eager for improvements for both themselves and their daughters and sons. They viewed education as a means to improve the situation. It is logical to assume that this supported girls' basketball as a means to partially compensate for the perceived differences in urban and rural life.

In the rural communities and small towns where there was little diversion sports was a major form of entertainment. The findings as illustrated in Table 4 show the role of basketball as perceived by the former players. They all viewed it as fun as well as entertainment. Basketball was seen as bringing a measure of excitement to an otherwise drab existence. The players indicated that they had the support of the family in their endeavors, in fact one former player said, "It never occurred to my family I shouldn't play basketball" (Rosenfeld, 1983). While parents did not always attend the games they did make adjustments in their daily work routine so that the girls could practice and participate. An average of 8.3 hours per week was spent in basketball practice and seventeen games per season were played. The time involved in traveling

to and from practice, often over mud roads, in addition to the time involved in practice and playing the games meant that many a parent, particularly a mother, assumed work duties normally the responsibility of the basketball playing daughter. The parents provided the uniforms usually sewn by the mother. Fathers put up basketball hoops. The parents must have viewed basketball as a vehicle for their children to compensate for some of the attractions of city life, perhaps even to stop the drift of youth to the city. The opportunity to travel to new places, meet new friends and broaden horizons was a significant aspect of the total experience. Former players recalled, "it was an opportunity to go out of town, even to Des Moines, the big city, the electric lights" (Black), and "girls' basketball gave me the chance to do things I never would have been able to do otherwise" (Wilts).

Many players detailed the excitement of traveling to distant places they and their families might otherwise never have visited. Experiences of meeting new people, staying in hotels and other players' homes, being honored at school assemblies and pep rallies, featured in newspaper reports, as well as being in the public eye were stimulating to the players, teachers and coaches. It was also vicariously shared by the family in the relating of the events after the players returned home. Appearance at banquets, pep rallies, and school assemblies served to develop poise and self-confidence as did the actual play itself. These events generated enthusiasm for school, brought welcome diversion, and enhanced community solidarity.

The former players, males and females, students of the period 1917-1927, recalled the effective manner in which the sport brought community

recognition and unified the community (Table 4). Significantly, it was perceived as being of equal importance to boys' basketball. It elicited pride and engendered support with the school districts. Tremendous prestige was attached to success in girls' basketball and small schools undistinguished in other ways garnered much attention in tournament play as area newspapers and the statewide media increasingly publicized girls' basketball. As basketball continued in the 1920's in the small communities, it built and continually reinforced a powerful community spirit or "we" feeling. The community followed the teams as they competed in the area, regional, and district tournaments. The pride of the community was at stake. Athletics as exemplified by girls' basketball represented the school and community, may have been said to have defended its honor, and had the potential to increase its prestige. Loyalty and allegiance to the team increased as girls' basketball became more than just a few hours of diversion and became an opportunity to reaffirm collective pride and unity. The superintendents, both those who were instrumental in the formation of the Iowa High School Girls Athletic Union, and others from the small communities and rural schools were well aware of the importance of basketball and refused to be stripped of this avenue for recognition as well as increasing the popularity and importance of education and the school.

A final charge aimed at girls' interscholastic basketball was that it was rough and tumble. In the early days it was, with occasional hair pulling, tripping, pushing; coaches had their girl players play with boys to develop more aggressive play. However, as play continued girls became more skilled and displayed finesse. It is possible that to counter both those charges, and the one related to health, that coaches and adminis-

strators favored the continuance of three-court ball until 1934 and the unique two-court ball until the present day.

Conclusion

In Iowa where rural life was often perceived as dreary and monotonous, basketball for girls fulfilled an important function. It served to bring excitement and diversion in an otherwise bleak environment. In an era when there were few opportunities for travel it provided a chance to travel, to visit new places, and enjoy the amenities of an urban environment. It enhanced relationships with school peers and teachers and served to bring recognition and prestige to the school. Players were admired and praised for their athletic prowess. Qualities of self-reliance and self-confidence were increased.

Community solidarity and unity was strengthened through the sport program. Parents and townspeople gave their support and encouragement. Despite admonitions from professional physical educators regarding the inherent dangers of strenuous sport for females, the sport continued for girls in the 1920's.

In the rural and small towns high schools did not have the strong demands placed upon sport facilities that city schools experienced. Girls' sport was given equal treatment in terms of use of facilities and monetary support. Basketball held an important position in the educational setting and school administrators recognized its merit and function. The aforementioned features associated with basketball influenced school administrators to counter the prevailing philosophy and persist in providing girls in rural and small town schools in Iowa the opportunity to be athletes.

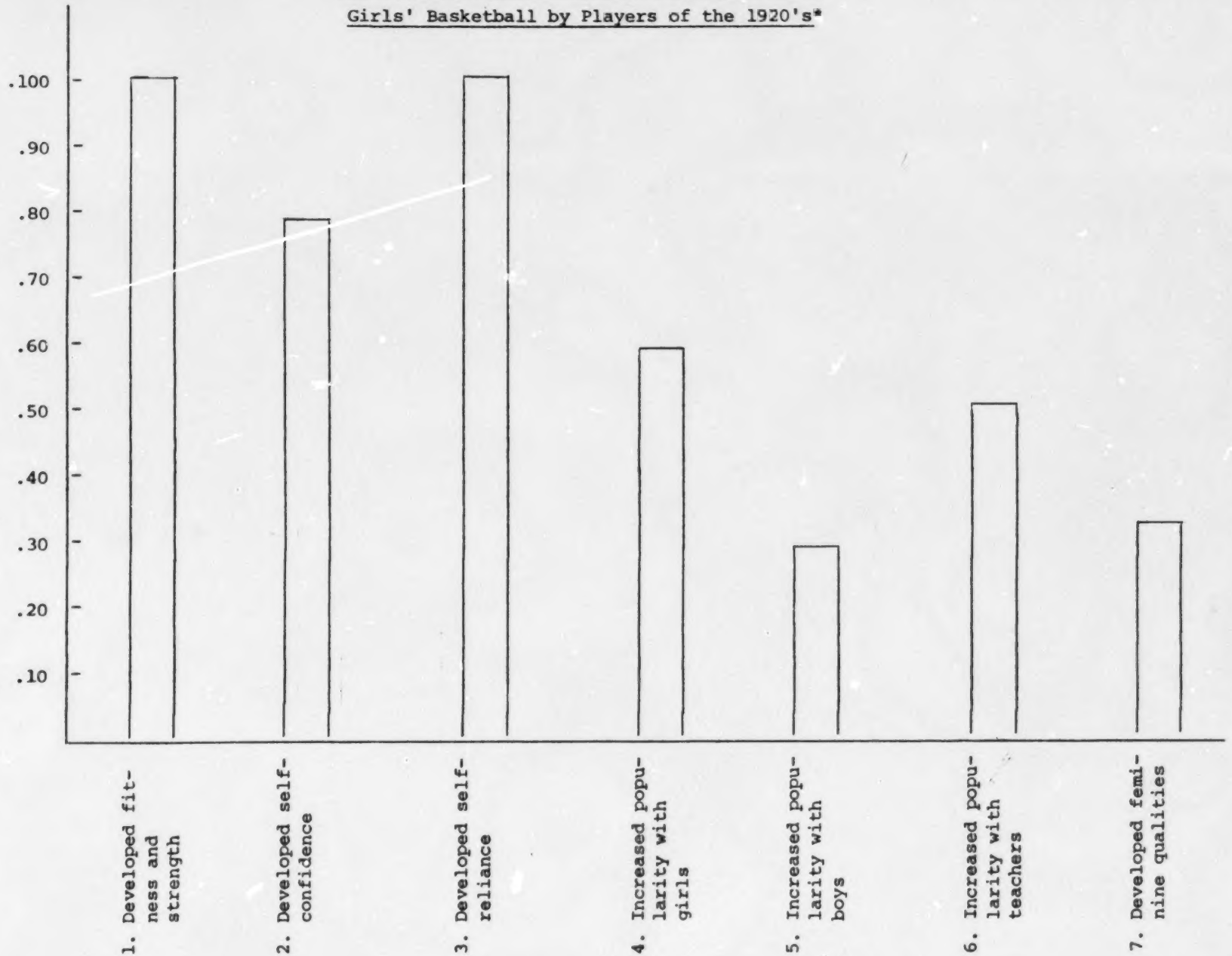
TABLE 1: Women's Basketball Time Line - 1892-1903

IOWA	NATIONALLY
	1892 - Played at BSNG and YMCA - Springfield, Massachusetts
1893 - Basketball introduced by YMCA in March at Iowa Agricultural College (IAC)	1893 - Guidelines for basketball published by YMCA
1896 - Played at Grinnell College, interclass tourneys at IAC, first 5-player men's game - Iowa Hawkeyes vs. Chicago (YMCA)	1896 - Berkeley - Stanford game -- only female spectators
1898 - First high school girls' teams in Dubuque and other eastern Iowa schools	
	1899 - Women's Basketball Rules Committee under Senda Berenson
1900 - Rapid growth in southeast part of state - Ottumwa and surrounding schools	
	1901 - Played at Wellesley, Bryn Mawr, Vassar, Smith Senda Berenson rules published
1902 - Played in many schools and YMCAs	
1903 - Played in most Iowa high schools and in Coe College, IAC, Grinnell	1903 - Wellesley Director of Physical Training Hill includes basketball in book on athletics for women

TABLE 2: Women's Basketball Time Line 1917-1927

IOWA	NATIONALLY
1917 - Basketball played competitively in most medium and smaller sized Iowa schools Interclass at Iowa colleges	1917 - Committee on Women's Athletics of APEA formed basketball subcommittee
1920 - State tourney - 24 teams - smaller towns had strongest teams	1920 - Interclass play in colleges and universities
1921 - Woman coach or chaperon required - most coaches males	
	1923 - Middle West Society of Physical Education discusses Intercollegiate athletics for women Women's Division of National Amateur Federation (NAAF) founded
1924 - Insistent demand from all the state for a girls' state tourney	
1925 - 250 teams in state tourney Last year of sponsorship by Athletic Union	1925 - Illinois, Colorado, Nebraska had high school girls athletic unions Highly competitive sport seen as damanging physically and socially by women physical educators. Play Days introduced as substitutes
1926 - Schoedler of NAAF spoke in Des Moines against varsity sports State tourney sponsored by Iowa Girls' High School Athletic Union draws large crowds -- continues to present day	
	1927 - State Directors of Physical Education opposed to national and state interscholastic tournaments for girls

TABLE 3: Attributes Ascribed to High School Girls' Basketball by Players of the 1920's*



*Respondents were members of the Iowa Girls' Basketball Hall of Fame.

TABLE 4: Role of Basketball in Community

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